

DISTRICT OF COLUMBIA EDUCATOR RETENTION

DEFINITIONS AND METHODOLOGY

DEFINITIONS:

- **DCPS:** District of Columbia Public Schools.
- **Educator:** A professional directly involved in the regular creation of learning environments that foster the development of students. INCLUDES Teachers, Paraprofessionals, School Administrators, Instructional Specialists, Instructional Coordinators and Supervisors, Librarians/Media Specialists, School Counselors/Directors, Special Education Support Staff: Audiologists, Psychologists, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists, Speech-language Pathologists, Occupational Therapists, Social Workers
- **Teacher:** A school-based employee who instructs any core or non-core academic subject. INCLUDES general or special education teachers instructing students in the "core" subject areas of English language arts, math, science, and social studies, as well as non-core subjects such as arts, foreign language, and physical education. EXCLUDES student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).
- **Paraprofessional:** A school-based employee assigned to assist a teacher with routine activities associated with teaching (e.g., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking.
- **PCS:** Public charter schools within the District.
- **Principal:** A school-based administrator responsible for overseeing the operation of a particular school. EXCLUDES instructional superintendents, staff with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology, information system administrators), and assistant principals.
- **School Leader:** All administrators, including principals and assistant principals.

METHODOLOGY:

To calculate staff retention, staff with a full-time equivalent (FTE) of 0.5 or greater in Year 1 were included in the denominator of each retention analysis. Each retention category was calculated using the following methods:

- **Stayer:** Educators with an FTE of 0.5 or greater in Year 1 who remained employed in the same role type at the same school in Year 2.
- **Mover (Same role type, new school):** Educators with an FTE of 0.5 or greater in Year 1 who had the same role type at a new school in Year 2.
- **Changer (New role type):** Educators with an FTE of 0.5 or greater in Year 1 who had a different role type in Year 2, either at the same or a different school.
- **Leaver:** Educators with an FTE of 0.5 or greater in Year 1 who left the DC public education workforce in Year 2.

To calculate vacancy rates, all teaching positions (the total number of FTEs) from the relevant school year are included in the denominator of each analysis. Each category was calculated using the following methods:

- **Returning:** Percentage of FTEs across positions in Year 2 filled by a teacher teaching the same subject in the same gradeband and school as in Year 1.
- **New:** Percentage of FTEs across positions in Year 2 filled by a teacher teaching a different subject, gradeband, or in a different school than in Year 1. This includes transfers and new hires.
- **Vacant:** Percentage of FTEs vacant as of Oct. 5 of the relevant school year.